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Mastering of motion (action based) games for primary school pupils by using information and communication technologies

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ABSTRACT

One of the treasures of human culture is a moving game. Their species, their diversity, is endless. Moving games have reflected and enriched all the material and spiritual creativity of the people.

There are a lot of books and articles about movement games. In the theoretical and methodological classification, wrote and published in the former Soviet Union, the role, importance, and popularity of folk games, as well as the use and popularity of folk games and many others, were mentioned.
Keywords: game, player, communication technologies, imitation nature, start-up gaming, creative players, important point of game.

1. INTRODUCTION

The movement of the player's creative initiative in the action games is expressed in terms of the solidarity of the team. There are two very important points in children's play, one of which is related to each other. On the other hand, these activities are nourished with spiritual and sensual nourishment, deepening their understanding of the surrounding environment. All of this contributes to the full development of the individual as a result. Thus, a comprehensive game of physical education is aimed at comprehensive physical training (not only mastering basic movements in a changing environment, but also challenging behavior performance), which also improves the behavior of the participants in the body. The most important characteristic of moving games is their conscious action classification. Players have a number of goals to achieve - whatever their main task is to win, to achieve results, no matter what ways or methods, only by following the rules and making the players themselves, to solve their problems according to their capabilities.

2. LITERATURE REVIEW

The earliest, start-up gaming shows only work and home-based activities. Subsequently, these concepts began to be greatly expanded, enriched with broader meaning.

Early in the game, the games had a lot of footsteps, and they were more like imitation and seeing what they saw and collecting hunting (as the most ancient form of human activity). That is why many peoples have a lot to do with the game, the birds and the wildlife. “G’ozlar va oqqushlar”, “Bo’ri va cho’pon”, “Tulki va tovuqlar ”are famous for folk games.

«Cho’pon», «Oq terakmi, ko’k terak», «Chavandoz», «Qirqtosh», «Mushuk va sichqonlar» and so on. These are typical of Uzbek games.)

It is clear that labor mimicry games, by their looks, have long been used as objective sources of physical education. As a result of the development of society, specific and appropriate requirements have emerged, which means that moving games to other forms is more exciting, dancing, singing, poetry and so on. It has to do more than just move.

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3. ANALYSIS

In the context of action games, the child has a lot of cognitive material that broadens his or her vision of the world. The plot of the plot games is made up of some episodes of animal habits by the naturalists of human life. All of this is reflected by children in their own conventional form of play. ("Sayohatchilar", "Uchuvchilar", "G'ozlar-oqqushlar", "Lochir va kurk tovuq", etc.), but the child must be able to properly understand the behavioral and hacking skills of the game are necessary. This is expressed emotionally by the pedagogy in the play. The folk games are a great example of this. In some games, biologists found in some games directly characterize the characters and their behavior. There are many cognitive metrics that help to develop a child's perceptions of sensory ability even in non-verbal and non-subjective hemispheres. "Kim o'zar", "To'p maktabi" and more. The rules determine the course of the house, which has educational value. The game includes a wide range of physical activities related to overcoming obstacles in the life of the game, as well as the realization of various characteristics and abilities. In addition, there are also fun games for children to play and enjoy. As you know, the games of preschool children are of imitation nature. The child observes the world around him, incorporates some of it into his mind, and through this game he learns about the world around him, thus creating a certain attitude towards life events. As the student imitates different things in life, in the field of work and in the life of animals, he grasps the meaning of these events and movements, gradually improves his life experience, learns to overcome difficulties, and develops skills in action, is formed and the imagination becomes richer.

The games described in the book, such as walking, running, jogging, jumping, throwing, and climbing are important for developing and improving children's behavior. The activity of the children facilitates the interaction of their behavior. Ethics promotes the cultivation of moral qualities. It creates certain conditions in the game of food. In this case, the child will not be able to present the characteristics inherent in the management of the home. For example, in a "ayyor tulki", children can only leave the circle and flee in different directions after the fox says "men shu yerdaman". The rule is that children have self-control, tolerance. Rapid reactions to a given signal form a reaction in space. The need to follow the rules consistently helps to overcome the egoistic emulsions in the pursuit. The rule is the first societal stimulus to guide and guide child behavior according to the collective needs. The first moments of deep friendship and love are born in the houses. In small groups, the use of child-friendly play is perceived as an obligatory response to the development of the home(rabbits run with the appearance of bear, sparrows flee from the road in the form of cars they behave according to the conditional reflex generated by the second signal to a particular signal).

According to L.F. Artemova, large groupings and conscious attitudes toward the performance of children are formed in children slowly and at different times. The chapters first come to terms with the pedagogical leadership and then gradually and at different times, influenced by some members of the child's colony who understand the social meaning of the rules. Many rules become a staple that directly determines the norms of social behavior of children.

Initially, children tend to perform certain tasks more quickly and forget their rules. In addition, striving for success and the easiest way to do so can be a violation of the rule. This in turn causes discontent in the toys and worsens the relationship between the legs.

Understanding and observing the rules of the game is important for every child's needs. With a gradual upbringing, children begin to change their attitude in the game. There will be some fun and desire to make the rules of the game more precise. Under the guidance of an educator who systematically prepares children for the social significance of the rules, they will be instrumental in shaping such good qualities as honesty, toughness, self-determination. "These vital, moral qualities that are slowly absorbed by the child become the spiritual property of the child". All of these rules provide a basis for determining which games are one of the most effective tools for the upbringing of children. The development of attentive perception in the activities of the house creates a conducive environment for the clarification of existing thinking and thinking. Thus, mobile games help children to develop mentally.

4. DISCUSSION

Motion games give children a simple sense of timing. They are expressed in the following. In order to understand the consistency of the game's actions, first and foremost, at the same time, and so on, alert

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children to game tasks, such as: “ Until I counted to five,you have to make a pattern "," Who can line up three times to beat the beben? " and others. In these games, the child learns to use space missions, the sequence of movements, and the ability to act on them over time. An independent interpretation of the content of the game, its rules, and the rules of the character, as well as the interpretation of the game, instead of the location of the children, will help children to develop their mental abilities.(Y.Y. Steropepkova)

Moving games provide an opportunity for older children of kindergarden to develop their creativity. According to L.M. Kogovina, children aged 5-6 can develop their own game options and complicate their content, if properly guided. Later children can create fairy tales, plot games, small games, and when they achieve high levels of intellectual and creative maturity, they can create action games based on their own stories.

The process of developing the creative activity of preschool children is driven by the emotional reaction of children of all age groups to tasks and their implementation. At the same time, the overall creative orientation of the educator's leadership is crucial to her sympathy for children's studies. Moving games are aesthetic activity in terms of their content and form. The colorfulness of the game is characterized by the children's distinctive expressiveness with a certain sharpness. Children play a very emotional part of the game, giving them an emotional response to the game, which gives them a sense of accomplishment. Different sequences, such as being a figure-hugging figure in one or more circles of a lion, require clarity of behavior and aesthetic sensitivity in children. The beauty of the game is primarily due to the uniformity of the physical form that the participants themselves will find. It has a great aesthetic effect with music. it encourages children to behave better. Applying music to motivated games first of all, it is important to identify its aesthetic and educational role so that children can act according to the movement and form of the fundamentals of music. With this in mind, it is necessary to introduce music only in certain parts of the house.

For example, in the "Quvlashmachoq" game, all children can easily break through their movements by adapting them to music. The end of the music and its pausing in relation to the base of the music serve as a kind of signal for the beginning of the chase movement. This should be considered appropriate because children do not perceive music at the time of apprehension. If the game has a verbal "ushla" signal, then the movement must be exactly aligned to the pause.

Games with action and non-plot games include volleyball, paddleboarding, badminton, crossbow, table tennis, football, hockey. It is important to encourage those who give the children the most memorable action of remembering the action games. Thus, the use of the whole set of emotional and emotional components, which are embodied in the mobile games, will help the children to perform their comprehensive education. When choosing games with charts, the age features of the educator should be taken into account. When a child reaches school at the age of 7, it is important to take into account his or her level of preparation, to teach them how to jump, in physical education. Only then can the jump to games, because of such skills the children have the skills to jump. In addition, such mobile games also develop physical characteristics such as agility and courage.

5. CONCLUSION

The learning process should be organized so that the children can learn to be friendly, cooperative, patriotic and socially useful. Choosing the right game and playing with children is very important. However, the choice of a type of game does not always carry out educational tasks. It is very important that the organization of moving games and the educational value of it are important. Each game is purely educational and upbringing, with a thorough knowledge of the content and laws of each game, and the ability to demonstrate high pedagogical skills in the learning process. You can adjust the settings. It is important to use the didactic principles of folk pedagogy in the learning of teaching games and to ensure that they are constantly implemented. The teacher explains to the students the function and rules of each game. Being conscious of the game allows you to compare your actions to those of your friends. Teacher-led and student-centered activities should help children develop organizational skills. The teacher teaches the children's game of vigilance and helps strengthen their will.

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